

ILLINOIS •
MILITARY •
SCHOOL •

*Formerly campus of
Hedding College,
Abingdon, Ill.*

6884

ILLINOIS MILITARY SCHOOL

ABINGDON, ILLINOIS



Clyde R. Terry, President



"To build a more virile patriotism"

ILLINOIS MILITARY SCHOOL



« "THE PILLARS STAND IN STATELY SPLENDOR
MARKING THE WAY TO TRUTH" »

ILLINOIS MILITARY SCHOOL



THE ACADEMIC BUILDING

I.M.S.

*formerly
Hedding College Main Bldg
- then in 1953 a new bldg
built on entire 2 sq blk
area - Hedding Grade
School - Dist.
217a
public
school*

AIMS AT STRENGTH AND CULTURE



THE ILLINOIS MILITARY SCHOOL seeks to build into the life of her cadets a spirit of initiative and aggressiveness by a routine of living that throws the cadet upon his own resources, but gives to him the personal guidance of many leaders to see him safely through the difficult places. Our aim is not to cram the boy's brain with abstract knowledge, but to train him to be a worth while member of society.

In doing this the academic work is so enlivened that the students discover more readily their relationship to the social organization, recognizing both their opportunities and obligations.

The military training is so conducted that every boy may attain the poise and balance which comes from self-control, and that initiative and leadership which is best developed by actual experience in obeying and giving commands.

While our athletic teams are outstanding in the state and nation, our primary aim is the development of virile character that comes from physical contest under the rules of good sportsmanship.

ILLINOIS MILITARY SCHOOL

The social and moral life of the school is so directed that a genuine spirit of democracy is engendered, and the pre-eminent place of service in human relationship is definitely brought home.

INDIVIDUAL ATTENTION

We feel that the building of leadership cannot be thoroughly accomplished by any mass or platoon methods. The personal relationship of the pupil and the instructor yields the highest return in the realm of education. Mark Hopkins, or some other inspiring teacher, on one end of a log and a boy on the other still form the basis of the ideal school. Facing the modern tendency to classify and systematize and standardize, we are prone to stand conservatively for the right of each boy to be considered as an individual unit and an individual problem.

We are attempting to meet a need in the modern educational system by developing a Junior College course. The conditions surrounding young men during their first two years of College or University life have not been particularly gratifying, and many parents desire a longer period of closer surveillance for their boys such as may be obtained in the military school. Our purpose is to meet this desire and gradually train a limited group of young men for the greater freedom of the larger colleges.



A COMMENCEMENT PARADE

ILLINOIS MILITARY SCHOOL



TYING UP SCHOOL AND LIFE

The boarding school and particularly the military school is fortunately equipped to train its students to live one with another. The necessity of respecting the rights of others, of giving and taking, of making adjustments and acquiring the power of self assertion, helps in a real way in training to fit into the practical conditions of every-day life.

ONE FOR ALL

The spirit of the school is co-operative. The boys are made to feel that the good reputation of the school depends upon them and if they fail, they bring the school and their fellow cadets as well as themselves under criticism.

The teachers by no means limit their service to the classroom but live among the boys as friendly companions, ready to do a good turn at any time. The result is that the spirit of antagonism is absent and there is a consciousness of all working together in a common cause.

TRAINING FOR LEADERSHIP

The Illinois Military School aims at the building of a group of leaders who will go back to their various homes with the vision and ability that will make them valuable forces in their communities.

The modern home is facing a very definite problem in developing leadership and virility in its sons. The luxury and comfort surrounding the boy of today in his home are far different from the pioneering conditions of a generation or two ago, and the modern boy is paying the price in softness of character.

The military school with its strict regime of living and its regular duties keeps a boy busy with his work and his play at all times. He is led away from laziness into industry. Acquiring obedience, he learns to lead others. So in practically no other way can the modern boy get such a training for leadership as he can in a military school.



ILLINOIS MILITARY SCHOOL



COL. CLYDE R. TERRY, President

THE ILLINOIS MILITARY SCHOOL
is a member of
THE ASSOCIATION OF MILITARY COLLEGES AND SCHOOLS
OF AMERICA,
THE PRIVATE SCHOOLS ASSOCIATION
OF THE CENTRAL STATES
and the
NORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

ILLINOIS MILITARY SCHOOL

LOCATION

Situated on a beautifully wooded knoll on the edge of the delightful little city of Abingdon, the Illinois Military School finds no distractions from the pursuit of the regular duties of the day. The campus covers in all about twenty acres. A great mass of trees create an atmosphere of grandeur and natural beauty that makes a real contribution to the lives of the cadets.

Abingdon, almost from its beginning, has been influenced by the presence of Hedding College, that occupied our campus until it was taken over by our school. This college influence has left a cultured wholesome spirit in the little city which makes it an ideal location for a boys' school. The cadets find a warm welcome in the homes and churches and develop friendly relationships that are valuable throughout their lives.

While Abingdon is separated from the disturbing influence of the large city, it is accessible by rail or paved road. The distance from Chicago by way of the Burlington railroad is a hundred and seventy miles and it is about the same distance from St. Louis. It is ten miles south of Galesburg on paved route 41.



I. M. S. CADETS HELP AMERICAN LEGION DEDICATE MEMORIAL TO WAR DEAD

200 Elk N. Main

ILLINOIS MILITARY SCHOOL



The Abingdon Campus - formerly Hedden College Campus



BUILDINGS

Academic Building. As one approaches the campus, the towering pillars of the academic building immediately grasp one's attention. This building is one of the most adequate and thoroughly equipped among the private schools. It is of practically fireproof construction with excellently lighted and furnished classrooms, convenient offices, a library housing seven thousand volumes, laboratories sufficient to meet the requirements of a standard college and ample laboratory facilities.

Burnside Chapel. Connected with the Academic building is the very attractive Burnside Chapel with a seating capacity of six hundred and forty and a well equipped stage where frequent plays and entertainments are given by the cadets. Here are held the commencement exercises, lectures, "pep" meetings and religious services.

Blodgett Dormitory. The main dormitory is a four-story structure of dark vitrified brick with white stone trimmings and is in modified colonial style. The first floor is devoted to the kitchen and dining hall where all the cadets and faculty take their meals. The ground floor has a large lounging room for the cadets and quarters for the faculty. The third and fourth floors are given over to cadet rooms. These are large airy rooms and are plain but comfortable.

Burnett Hall. Burnett Hall is devoted to the younger boys and contains the quarters of Captain Bailey, the commandant of the Junior School. It is an attractive brick building with capacity for sixteen boys.

Gymnasium. The gymnasium is a brick structure with a playing floor of 40 by 80 feet. In the basement are bowling alleys, rifle range, shower baths and locker rooms. The main floor is used for basketball and for drill during bad weather. The gymnasium is also the scene of many delightful parties attended by the boys, their parents and young ladies from Abingdon and neighboring cities.

Heating Plant. Back of the gymnasium is the heating plant with two large boilers to furnish all the buildings with steam heat and hot water.

Cavalry Stable. Adjoining the athletic field are the riding grounds with the fine new cavalry stable ninety by thirty feet in dimension.

ILLINOIS MILITARY SCHOOL



THE TEACHING PERSONNEL

The faculty officers of the Illinois Military School are selected because of high intellectual ability and successful experience but we seek in our faculty the further requirement of adaptability. Each instructor must know boys and be able to place himself in sympathetic fellowship that does not destroy the cadets' respect but challenges their allegiance and responsive obedience.

Our instructors, coming from many of the leading colleges of the country with years of successful experience behind them, naturally grasp the imaginative enthusiasm of the boy and lead him into zestful activity in every branch of work and play.

MODERN ACADEMIC METHODS

It is the intent of I. M. S. to keep abreast of the modern trends in education but to keep free of fads and theoretical vagaries. Our aim is "to teach the boy rather than the book." Through individual instruction, supervised study and a definite determination to build in the boy an enthusiastic love of knowledge, an atmosphere has been developed among the cadets that impresses every visitor to the school because of its sincerity and earnestness.

WHY THE MILITARY SCHOOL

In these days when pacifist propaganda attempts to undermine every institution with the name military attached, it is well to consider the question of the advisability of military organization for a school. Perhaps the most definite answer to this question lies in the result of a questionnaire recently sent out by the U. S. Commissioner of Education. Answers to this questionnaire came from 10,166 students from fifty-four of the outstanding colleges and universities in America. Ninety-five percent of these students answered that military training had contributed, in an important way, to their education by developing confidence, coordination of mind and muscle and by giving practical training in leadership.



ILLINOIS MILITARY SCHOOL



FACULTY «» Illinois Military School

COL. CLYDE R. TERRY
President

A.B., Ohio Wesleyan University.
A.M., University of Chicago.
Founder of the Illinois Military School.

CAPT. EVERETT HOPPER
Science

A.B., Knox College.

MAJ. CASPER K. BLACKBURN
Commandant of Cadets
History and English

Graduate, U. S. Naval Academy.
M.A., Columbia University.

CAPT. G. DAVID BAILEY
Commandant, Junior School
Graduate, Illinois Military School.
Kansas State Teachers College.
Western State Teachers College.
University of Cincinnati.

CAPT. H. GEORGE DEAHL
Principal
Mathematics

A.B., University of West Virginia.
A.M., University of West Virginia.
Leland Stanford University.
University of Chicago.

MISS MARGUERITE ENOS
Secretary to the President
Grades

B.S., Shurtleff College.
University of Wisconsin.

CAPT. HERBERT I. CANINE
Coach
History

A.B., University of Idaho.
University of Utah.

MRS. RUTH CULLEN
Grades
Western Illinois State Normal School.

CAPT. LEO M. LANG
English

B.S., Ed., University of Nebraska.
M.A., University of Nebraska.
University of Pennsylvania.

CAPT. GEORGE M. NEYLON
Field Secretary

A.B., Lombard College.
A.M., University of Notre Dame.

CAPT. JOHN H. RAMP
Languages

A.B., Knox College.
A.M., University of Illinois.

DR. E. H. BRADWAY
Physician and Surgeon

A.B., Hedding College.
M.D., Northwestern University Medical
School.

MRS. G. W. BOWTON
Housemother

ILLINOIS MILITARY SCHOOL

ACADEMIC DEPARTMENT

THE PLACE OF THE PRIVATE SCHOOL

The value of the private school in preparing for college is becoming more and more evident. The individual attention in small classes develops a mental reaction that is impossible in the large classes where mechanical means must be used. A recent investigation discloses that 80 per cent of the students at Princeton have been trained in private schools and 70 per cent of the students at Yale.

OUR SCHOLASTIC AIMS

In mapping out its academic course, I. M. S. has been guided by a two-fold purpose. First, to select and require courses of such nature as to fit into the curriculum of any modern college or university, and to assure her graduates admission without examination into the freshman class of the highest standard university or college. As a foundation for future work, she gives them an introduction to the methods of study and research found in these higher institutions of learning. Second, to give a well-rounded and practical course that will fit her graduates to take up the duties of life, and to be able to solve, in a practical way, the problems that they present. The school is looked upon not merely as a preparation for life, but as a very real part of life.

INDIVIDUAL INSTRUCTION

The method of instruction used is that of individual attention, and to accomplish this, the classes are restricted to small groups. With this method in practice it is possible for us to give a greater opportunity than the school with much larger classes. We attempt to give the boy who is backward academically, assistance in overcoming that defect, and at the same time to give the boy who is intellectually brilliant an equal opportunity for advancement. In no case will a boy be kept in a class with those who are less brilliant so that his interests are retarded.

MAKE-UP WORK

The student who fails in a daily recitation is required to make up the failure on the same day. He reports to the faculty officer in charge of "Make-up" work, for that day at 3:19 p. m. When he has completed the task set, he again reports with his work for satisfactory inspection and test. Should a cadet fall below 75 in a subject for the week, there is, also a "Make-up" on Friday night from 7 until 9. If his general average is below 75, he is placed in a "Make-up" period on Saturday afternoon from 2:30 until 5:00, and all his leisure time during the next week is devoted to "Make-up" periods.

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THE JUNIOR COLLEGE

The general opinion of educators today is, that the secondary schools of America do not reach out far enough in their work. The graduate of the English and European secondary school usually has an intellectual advancement about two years beyond that of the American high school graduate.

The tendency is growing in America to aid the young man leaving the secondary school with a year or two in a Junior College in an atmosphere of surveillance and sympathetic guidance which the university or large college cannot give.

Our Junior College with its more or less closely supervised system and its methods of individual instruction, makes the transition from the secondary school to college a process of evolution instead of revolution. As a result, the Junior College is a means of saving thousands of our young men from giving up their education in the first years of college. Statistics from some of our leading universities show that men who complete their junior years in a Junior College, during their senior years at the university, surpass the men who have completed their first two years in the university.

The courses offered in the Junior College:

FIRST YEAR

English A
American Government
Chemistry
Physics
College Algebra
Spanish I
French I
General Psychology

SECOND YEAR

English B
English History
Biology
Analytical Geometry
Spanish II
French II
Introduction to Economics
Educational Psychology



SENIOR CLASS

*Alfred
Lambert
& Abougeon*

*Max Brady
Abougeon*

*Duncan Morrison
& Abougeon
Scotty Carroll
W. H. Marshall
Marche Crummett
Marshall
from Chicago*

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DETAILED COURSES «» Junior College

English A—This course consists largely of composition, oral and written. Models of various types of writing are studied, and their technique discussed. Then the student is required to write something in the type. The aim is to bring as direct application to life as possible and make the course eminently practical. The course includes a detailed study of correct word usage. Wide reading in contemporary literature helps to establish the habit of good use as currently practiced. Text, Grose, College Composition.

English B—This is a course in English literature emphasizing types. The pupil is required to do extensive reading in the literary works themselves. Most of the biographical and critical material is supplied in lectures. Text, Century Readings in English Literature.

Principles of Economics—A general course dealing with the chief problems connected with the four great economic processes of production, exchange, distribution and consumption of wealth. This course runs throughout the year.

College Chemistry—Exercises in general chemistry covering gas laws, theory of ionization, valence, equations and calculations. A careful study is made of the compounds of the more important elements, and the relation of chemistry to sanitation and daily life.

Beginning French—The fundamental principles of grammar and phonetics.

Second Year French—Reading, composition, phonetics and simple spoken French.

Beginning Spanish—The elements of grammar and composition. The course aims at an elementary speaking knowledge as well as reading knowledge of Spanish.

Second Year Spanish—A course in general reading and composition.

General Psychology—The fundamental facts, principles and methods in psychology. Recitation, discussion and demonstration. First semester.

Educational Psychology—The relation of psychology to the problems of education; statistical method in education; and educational measurements and tests. Second half-year. Prerequisite, General Psychology.

English History—A study of the development of English institutions giving particular attention to political growth. Present day problems and comparison with American institutions.

American Government—An introductory course dealing with the organization and activities of the American Government, Federal, State and Local.

Sociology—Outlines the social relations of man and gives the student some familiarity with social techniques. Text, Wallis, Introduction to Sociology.

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Mathematical Analysis—This course is designed as an introduction to the whole field of higher mathematics and reviews high school mathematics. Text, Griffin, Mathematical Analysis.

College Algebra—A review of the fundamental operations, solution of linear and quadratic systems and their graph, progressions, permutations and combinations, probabilities, determinants, and theory of equations. Many problems in practical application are used throughout. Prerequisite: Satisfactory record in high school mathematics. One Semester.

Trigonometry—A study of trigonometric functions, identities and equations. The solution of the right and oblique triangle, their application to practical problems, especially surveying. The solution of the right spherical triangle and its application to navigation. One semester.

Analytical Geometry—A study of the analytical methods of investigation and the use of algebraic processes as applied to geometric loci. Special attention is given to the equations of the right line, circle, conic section, and higher plane curves. Prerequisite: College Algebra and Trigonometry. One Semester.

Differential Calculus—The formulae for the differentiation of functions are developed and applied to the solution of problems in geometry, mathematics and engineering. Prerequisite: Analytical Geometry.



BLODGETT HALL

ILLINOIS MILITARY SCHOOL

OUTLINE OF COURSES «» High School

First Year

English I
Algebra I
General Science
Latin or
Spanish or
French

Second Year

English II
Plane Geometry
Ancient and Medieval History
Latin II or
Spanish II or
French II

Third Year

English III
Advanced Algebra
Solid Geometry
Modern History
Physics

Fourth Year

English IV
American History
Economics
Civics
Chemistry
Trigonometry

ENGLISH

The aim of the English course is to liberate the creative spirit latent in the student by arousing his inward vision, developing his imagination, and training him to express his ideas in a clear and taking manner. To this end a proper correlation of composition and literature is sought. A reasonable standard for each grade is established and maintained.

In order to inculcate an appreciation of good literature, much time is spent each year in the study of masterpieces. The school libraries allow considerable latitude of choice. The course meets all requirements for college entrance.

Considerable experience is gained in newspaper writing by the publication of the school paper, "The I. M. S. Megaphone". This paper last year was awarded third place in a national contest among private school publications, and this year was selected as one of the leading school papers in the State of Illinois.

Ninth Grade—Emphasis is placed upon constructive, oral and technical English for the purpose of developing skill in expression. The literary material studied is carefully chosen to train the student in the intelligent selection and interpretation of the spiritual heritage stored up for him in books.

Texts: Greenlaw, Elson and Keck, *Literature and Life*, Book One; Paul, *Units in English*.

Tenth Grade—The aim of this course is to develop in the student's consciousness, a sense of values with respect to form, meaning and accuracy of expression. Emphasis in literary study is placed upon American authors and representative selections from their works.

Texts: Greenlaw and Stratton, *Literature and Life*, Book Two; Ward, *Writing-Craft*.

Eleventh Grade—Emphasis is placed upon the study of literature, the aim of the course being to lead the student to understand and appreciate good literature, and to prepare for intelligent reading in both study and recreation.

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The work in composition is designed to avoid duplications of previous training without neglecting to maintain the skills acquired in earlier study.

Texts: Greenlaw and Miles, *Literature and Life*, Book Three; Woods and Stratton, *A Manual of English*.

Twelfth Grade—This course offers a thorough survey in the history of English literature, supplemented by outside reading with oral and written reports. Emphasis in the composition work is placed upon creative writing.

Texts: Greenlaw and Miles, *Literature and Life*, Book Four; Woods and Stratton, *A Manual of English*.

MATHEMATICS

Instruction in this department is intended to develop the mathematical mode of thought, accuracy, and clearness of expression, to equip the students with the operations of algebra and geometry needed in the solution of problems, and for work in advanced mathematics. Care is taken constantly to associate the subject matter with the pupils' experiences. Requirements of the College Entrance Board Examinations are fully met.

Elementary Algebra—A study of the literal number, the negative number, algebraic operations, the linear equation, simultaneous equations, factoring, fractions, radicals, exponents, and the graph. This course also includes an introduction to the quadratic equation.

Text: Wood and Carpenter. Two semesters.

Plane Geometry—This course is designed to further arouse and maintain interest in mathematics, to train the student in the methods and habits that result in power to reason, to analyze and to prove a problem, no matter how abstract. The course includes a thorough study of the triangle, the circle, polygons, proportion, and the area of two-dimensional figures. Much emphasis is placed on the solution of original problems.

Text: Morgan, Foberg and Breckenridge. Two semesters.

Advanced Algebra—A review of elementary algebra with the addition



STUDY UNDER SUPERVISION

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of advanced topics including a thorough study of the quadratic equation, progression, fractions, the binomial theorem, and the theory of equations.

Text: Milne-Downey, Second Course in Algebra.

Solid Geometry—A study of the polyhedron, the cone, the cylinder, and the sphere. Demonstration of theorems, original exercises, and solution of problems. Emphasis is placed on development of the three dimensional space concept.

Text: Smith, Essentials of Solid Geometry.

SCIENCE COURSES

In all science courses the cadet has every opportunity to develop his powers of observation and effort is made to train him in the formation of right habits which tend to stimulate an appreciation of the scientific method. Through the lectures and laboratory experiments the student is led to an ever increasing realization of the possibilities in one or another specialized field. For some, this realization may mean a fruitful career; for others it insures a broader and happier knowledge of life.

In addition to General Science, either Physics or Chemistry is required for college entrance.



UNUSUAL LABORATORY EQUIPMENT

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General Science—This course is used as an introduction to the fields of science, covering in a general way, and giving an insight to Chemistry, Physics, Zoology, Botany, and Agriculture. This course aims also to develop a spirit of inquiry concerning the nature, value and use of science in modern life. The work includes a study of matter, energy, electricity, the solar system, erosion, climate, plants, and animals.

The student is assigned laboratory experiments which acquaint him with the laboratory and manipulation of apparatus.

Text: Wood and Carpenter. Two semesters.

Physics—A practical and theoretical course in mechanics, sound, heat and light, electricity, magnetism and radio activity. Four hours each week are devoted to experimental work and three periods to the more formal class work. Carefully prepared note books are required.

Text and Manual: Millikan and Gale.

Chemistry—This unit comprises a detailed study of the principles of general inorganic chemistry, including symbols, equations, nomenclature, molecular, atomic and electronic theories, valence, ionization, and chemical calculations. Attention is given to compounds of the more important elements and the relation of chemistry to everyday life. Double period laboratories are held twice a week, and note books are required on this work.

Text and Manual: Brownlee and Fuller.

HISTORY AND SOCIAL SCIENCE

The work in this department is intended primarily to prepare the student for an intelligent participation in the duties and responsibilities of citizenship. This object is obtained by acquainting him with the course and customs of the different peoples of the world; and by careful attention to cause and effect as seen in history; and by the development of a true insight into American traditions and ideals.

Ancient and Medieval History—Open to Sophomores and Freshmen. A study of ancient Babylonian and Egyptian civilizations, and of European history from earliest time to the French Revolution.

Text: Robinson and Breasted. Two semesters. (Required).

Modern History—This includes a study of the world powers of Europe from the French Revolution to the present day. Open to Juniors. Elective.

Text: Robinson and Beard. Two semesters.

American History—Open to Seniors. Much attention is given to our history since the Civil War. The course is supplemented largely by numerous biographical studies.

Text: Muzzey. One semester. (Required).

Civics—The national government and its departments are studied as well as municipal, state and county governments. The growth of political parties is traced. Much attention is given to citizenship, with its privileges and responsibilities.

Text: Magruder. One semester. (Required).

Economics—This is a study of the science of economics; production, demand and supply; price and value; money and banking; trade, transportation and modern business; the economics of government; the distribution of wealth and income.

Text: Fairchild. One semester.

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LANGUAGES

The language courses are designed to give the cadet not only a knowledge of the grammar and syntax of the language, but also a knowledge of the respective civilization and culture.

Two years of work in the same language are required for credit toward college entrance. Where the study of a language is pursued for only one year, it must be preceded by two years of work in some other language.

French and Spanish—In the first year courses the essentials of grammar and pronunciation are intensively studied, together with the reading of uniformly graduated literary material. The second year of both languages embraces a thorough review of grammar and the reading of more advanced literature, with due emphasis upon pronunciation.

Text: Spanish I, Friedman, Anjona & Carvajal. Spanish II, Friedman, Anjona & Carvajal. Text: French I, Smith & Roberts. French II, Smith & Roberts.

Latin—The aim of the Latin department is both cultural and practical. The attempt is made throughout the course to bring the cadet to understand the basic value of Latin in all phases of a classical or professional education.

In the first year particular stress is laid upon the Latin roots of the English language and in developing a thorough knowledge of the declensions, conjugations and rules of syntax. In the second year constant review is made of the knowledge acquired in Latin I. The vocabulary is enlarged and exactness is sought in the translation of the first four books of Caesar's Gallic War. The third year includes a review of grammar and composition, and translation of the Oration of Cicero against Cataline and other selected speeches of Cicero.

Texts: Gray and Jenkins, Latin for Today, First and Second Courses.



THE MEGAPHONE STAFF

ILLINOIS MILITARY SCHOOL

MUSIC AND DRAMATICS

The Music Department offers individual instruction through private lessons and regular practice as well as a general training in the various musical organizations. The band makes occasional trips and plays for quite a number of events in the school and town. The dance orchestra plays for the regular school dances and pep meetings. The band is used for all formal parades and celebrations. Both organizations are popular throughout a wide territory. The regularity of practice, aided by the military routine, is quite an asset in the musical progress of the students. Private lessons may be taken in voice, or on the piano, band or orchestra instruments.

Private lessons are also offered in public speaking and dramatic readings. A number of plays are given under the direction of the dramatic coach each year.



THE ORCHESTRA PLAYS FOR CADET DANCES AND OTHER SCHOOL AFFAIRS

↑
Clarence Erickson

ILLINOIS MILITARY SCHOOL

VOCATIONAL GUIDANCE

The significant need of education today is that it be tied up with the problems of every-day life. Taking advantage of our individual contacts with our boys, we are usually able to guide them into the proper channels of activity and turn their minds toward the life work for which they are best suited.

As we follow our cadets' careers, we find them entering into work with a sense of responsibility and thoroughness that reflects honor upon the methods of the military school.

The qualities of leadership, so thoroughly developed by our methods of training, are so highly prized in modern industry that the military school graduate soon comes to the top in his vocation.

PATRONS AID CADETS

A recent organization among our patrons has for its purpose the assistance of our graduates and former students in securing positions. Many of our boys have thus been helped to lucrative work during the recent period of unemployment.



AN EVENING IN THE LOUNGING ROOM

*of men dormitory. Was
formerly a girl's dormitory - "Nessie" 21
Sergeant Hall.*

ILLINOIS MILITARY SCHOOL



HIGH ACADEMIC STANDARDS

Member of the North Central Association of Schools and Colleges

The Illinois Military School is a member of the North Central Association of Secondary Schools and Colleges. This is the highest accrediting organization in the middle west and insures the admission of our graduates to any college in America that admits upon certificate. However, we do not recommend our graduates for admission to college unless they make an average grade of 80 per cent in their senior year of High School work in all subjects.

Member of the National Association of Military Schools and Colleges

The Illinois Military School is also a member of the Association of Military Schools and Colleges of America, composed of about forty of the outstanding military schools of the country. This organization requires high standards of its member schools in their academic and military work.

Admission to West Point and Annapolis

Our courses are particularly well adapted to fit young men for the academic work at West Point and Annapolis. Our certificates are accepted in lieu of the detailed examinations. A year or so in our Junior College aids materially in putting a high school graduate in step with the life at the government academies.

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STATE OF ILLINOIS

Office of the Superintendent of Public Instruction Springfield, Illinois

Francis G. Blair, Superintendent

To Whom It May Concern:

This will signify that the Illinois Military School of Abingdon has been inspected by the representatives of this office and has been found in the matters of equipment, course of study and instruction, to be in accord with the requirements of this office and of the law of Illinois for recognized four year high schools.

The graduates of the school, therefore, are entitled to all the privileges of admission to the examination for teachers' certificates and of admission to those recognized universities and colleges and normal schools of the state that have agreed to admit the graduates of regular recognized four year high schools.

HARRY M. THRASHER, Supervisor of High Schools.
F. G. BLAIR, Superintendent of Public Instruction.

ILLINOIS MILITARY SCHOOL

MILITARY DEPARTMENT

The Illinois Military School is not functioning primarily for military purposes. Its administration does, however, realize that in military training lies the essential requisites for ideal development; for a development which teaches the boy to realize within himself the attributes of moral courage and character so necessary to the development of initiative and leadership in all fields. The school is interested in the building of men who will eventually become aligned with the power of good for their society and for their country. The military training received here will develop and discipline their character in a way that will fit them to act as Junior Officers of the Army and make it possible for them to learn with great rapidity the special and technical details of an officer's work.

TRAINING FOR LEADERSHIP

Prior to the World War few Americans came in contact with military men or military life, and, therefore, few were able to appreciate the value to the individual of a military training in youth, but the results obtained in the army training camps with masses of men from every walk of life proved beyond question the value of this training both to the individual and the country. Many still do not recognize that in the development of mind and character of the man under the military system of training, much more care, thought, and time are spent upon mental than upon physical development, so that our graduates are ready to enter on their civil duties with a keen understanding, the recognition of proper authority, and the willingness to accept responsibility.



READY FOR A PARADE

ILLINOIS MILITARY SCHOOL

DAILY SCHEDULE

| | Daily Warning Call | Assembly | Saturday Warning Call | Assembly | Sunday Warning Call | Assembly |
|-----------------------------|--------------------------------|----------|-----------------------------|----------|---------------------------|----------|
| First Call..... | 6:20 | | 6:20 | | 7:35 | |
| Reveille..... | 6:25 | 6:30 | 6:25 | 6:30 | 7:40 | 7:45 |
| Recall and Police..... | | 6:40 | | 6:40 | | 7:55 |
| Inspection of Quarters..... | | 7:15 | | 7:15 | | 8:15 |
| Breakfast..... | 7:25 | 7:30 | 7:25 | 7:30 | 8:25 | 8:30 |
| School..... | 7:55 | 8:00 | | | | |
| Officers' Call..... | | | 9:25 | | | |
| General Inspection..... | | | | 9:30 | | 10:30 |
| Military Inspection..... | | | 10:25 | 10:30 | | |
| Church—Catholic..... | | | | | 8:45 | 8:50 |
| Church—Protestant..... | | | | | 10:45 | 10:50 |
| Drill..... | 11:10 | 11:15 | | | | |
| Recall..... | 12:10 | | 12:10 | | | |
| Dinner..... | 12:25 | 12:30 | 12:25 | 12:30 | 12:25 | 12:30 |
| School..... | 12:55 | 1:00 | | | | |
| Pass..... | | | | 2:30 | | 2:30 |
| Recall from Pass..... | | | | 3:00 | | 4:45 |
| School Release..... | 3:19 | | | | | |
| Recreation..... | | 3:30 | | | | |
| Recall..... | | 5:15 | | | | |
| Retreat..... | 5:50 | 5:55 | 5:50 | 5:55 | 5:20 | 5:25 |
| Supper..... | Immediately following Retreat. | | | | | |
| Inspection of Quarters..... | | 6:50 | | 6:50 | | 6:20 |
| Pass..... | | | | | | 6:30 |
| Study Period..... | | 7:00 | | 7:00 | | |
| Release from Study..... | | 9:00 | | 9:00 | | |
| Recall from Pass..... | | | | | | 9:30 |
| Tattoo..... | | 9:15 | | | | 9:35 |
| Call to Quarters..... | | 9:20 | | | | 9:40 |
| Taps..... | | 9:30 | | | | 9:50 |
| FRIDAY EVENING | | | | | | |
| Pay Roll..... | 6:45 | 6:50 | | | | |
| Pass..... | | 7:00 | | | | |
| Recall from Pass..... | | 10:00 | | | | |
| Tattoo..... | | 10:05 | | | | |
| Call to Quarters..... | | 10:10 | | | | |
| Taps..... | | 10:20 | | | | |



BODY BUILDING

ILLINOIS MILITARY SCHOOL

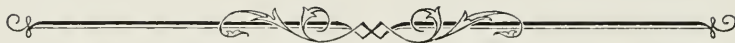
ATHLETICS AND RECREATION

Beyond the development of competitive group athletics, our physical department will interest every individual in some phase of athletics which meets his desire for recreation and also his need for a well-rounded, well-balanced physical development. Clean sportsmanship is the keynote of every branch of our athletics. Besides the body-building gymnastics which are made compulsory for all cadets, we have football, basketball, track, baseball, tennis, wrestling and boxing. Not only do these forms of athletics have their physical advantages, but they teach perseverance, self-control, self-reliance and ability to think and act quickly. All athletics are under the direct supervision of the faculty. Regular habits are largely responsible for the success of our teams. The athletic department of the school works hand in hand with the other departments to secure the highest results in scholarship and conduct. A splendid trophy was won for two years in the Central States Prep Tournament by the basketball team of the Illinois Military School for having the highest scholastic record of any school entered in this league. A very definite attempt is made to use athletics as an aid to academic work instead of a hindrance.



VARSITY FOOTBALL TEAM

ILLINOIS MILITARY SCHOOL



VARSETY BASKETBALL TEAM

This team won the down state championship of the Junior College League of the State of Illinois. A beautiful trophy designating this honor is a valued possession of the school.



TRACK SQUAD

ILLINOIS MILITARY SCHOOL



CLASS TEAMS

ATHLETICS FOR EVERY CADET

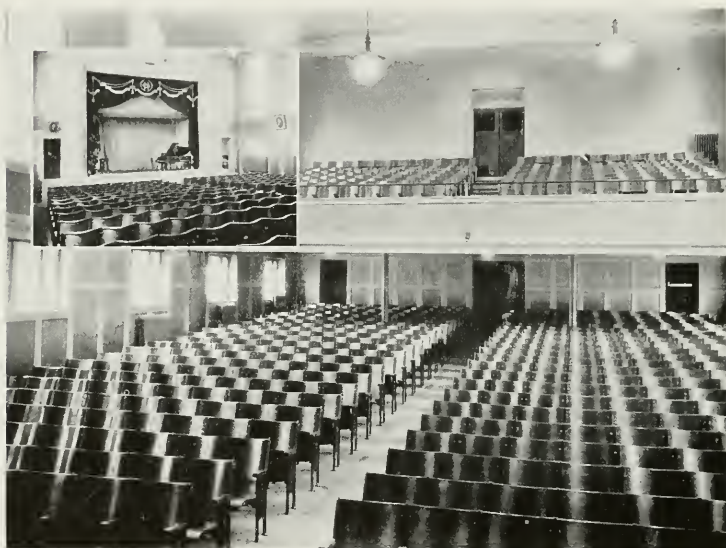
While our athletic teams have made some splendid records, our aim is to have a general interest in athletics rather than to develop a spectacular team. There are days when practically every cadet in school is on the athletic field or in some competitive sport.

HORSEBACK RIDING

Lessons in horseback riding will be given to cadets during the school year under an experienced instructor of equitation. The riding field of the school provides an excellent place for this instruction.



ILLINOIS MILITARY SCHOOL



Burnside CHAPEL AND STAGE FOR ENTERTAINMENTS - *North end*
of the main Bldg of Hedding College

RELIGIOUS CULTURE

The Illinois Military School is non-sectarian and the student body is a representative cross section of American religious life. We recognize that an education cannot be complete without the supreme foundation stone in the building of character so we attempt to preserve an atmosphere of reverence for things divine at all times.

The churches of the village welcome the cadets at the various services of the day and the younger boys are required to attend Sunday School each Sunday.

We believe that religion is caught as well as taught so it is the aim of the administration to secure men of such moral qualities that their example is consistent and inspiring.

ILLINOIS MILITARY SCHOOL



A HOME SCHOOL

Our visitors remark about the home-like atmosphere of our school. Intentionally the institutional idea is avoided in every phase. The cadet is given the most zealous care that is possible apart from his own home. He has constant association with virile leaders, as I. M. S. has one faculty officer for every ten boys. The definite regulation that only boys free from vicious habits shall be admitted to the school makes possible the sort of selection in the boy's association that his own home would maintain.

In table etiquette and in the ordinary relationship of daily life that standard of refinement is maintained which gives to one in every situation the ease and naturalness of a gentleman.

The cordial attitude existent among the cadets toward the school is evidenced by the regular return, year after year, of the old boys to visit the old scenes and renew the old relationships. The alumni association strives to crystallize this sentiment and keep vigorous the ties that bind the graduates to their old school. As time goes by this feeling of pride and loyalty may have a very powerful influence on a young man's life.



John Cas built this home THE PRESIDENT'S RESIDENCE
The old Hedberg "McHard Hall" -
50 + N. Lundy Avenue & W. Adams. Later it
was torn down in 1940's & a brick house
built by Mr + Mrs Ernest Lovett.

ILLINOIS MILITARY SCHOOL

THE LOWER SCHOOL

INTERMEDIATE AND UPPER GRADES

We have a considerable number of boys coming to us each year who are not prepared to do high school work or who must make up deficiencies in their grade work. Our plan is to take the boy at a point in his educational course where we can build firmly, and from there help him by individual instruction into correct methods of study and thinking. Many boys are able to shorten their grade work by a year or so through our system of individual attention and intensive methods of supervised study.

A SEPARATE DORMITORY

The younger boys are quartered in a separate dormitory and are under the direct supervision of Capt. David Bailey, the director of the Lower School. Their drill, classes and recreation are all separate from the older cadets. In the Spring and Fall the Junior school boys are taken on fishing trips and overnight hikes to the rivers and lakes near Abingdon.



CAPT. DAVID BAILEY
DIRECTOR OF LOWER SCHOOL

First and Second Fifth and Sixth

| | |
|--------------|------------|
| Nature Study | Reading |
| Phonics | Arithmetic |
| Language | Spelling |
| Numbers | Geography |
| Music | History |
| Reading | Grammar |
| Spelling | Writing |
| | Art |
| | Health |

Third and Fourth Seventh and Eighth

| | |
|----------------|-------------|
| Reading | English |
| Arithmetic | Mathematics |
| Writing | Spelling |
| Spelling | Geography |
| Home Geography | History |
| Health Habits | Grammar |
| Language | Physiology |
| Music | Writing |
| | Science |
| | Civics |

ILLINOIS MILITARY SCHOOL

Courses of Study in the Grades

Reading and Grammar—These courses are organized for the development of a useful foundation of fundamental grammatical principles and for an appreciation of such literature that is within the range of the pupils' understanding. Emphasis is placed on silent reading and subsequent recitations which develop and test the students' ability to understand that which they have read.

Mathematics—We aim to make our teaching of arithmetic both diagnostic and remedial. Care is taken to create in the pupil an active attitude in contrast to a passive attitude. Material is so presented that the pupil acquires an alert critical and self-reliant attitude toward arithmetic. A number of standardized computation tests and reasoning scales are administered to each grade during the school year.

Geography—Many ideas both concrete and abstract, are taught by means of narratives which are presented in connection with places, countries, or peoples. Factual knowledge and statistics about distant races are taught by comparison. Respect and tolerance for peoples are taught by showing the respective difference in customs, problems and contributions.



LOWER SCHOOL DORMITORY

old "House" property on W Adams -
400 Blk - faces South. It is "dead" end³¹
of N. Pennsylvania Ave. Arlington

ILLINOIS MILITARY SCHOOL

History—In the history courses very little consideration is given to the chronological procedure of events. Rather, the big events of history and their bearings upon the present and future are emphasized.

Spelling—Although detailed consideration is given to the accuracy of spelling in composition work, a spelling course is offered in the grades to develop an habitual accuracy.

Writing—Two periods each week are given to handwriting. Neatness, speed and legibility are stressed in these classes.

PRIMARY DEPARTMENT

Recently, because of the awkward situation in the public school there has been a demand for a school home for boys from the first to the fourth grades. We have provided for a limited number of such boys this last year with a separate dormitory, a trained primary teacher and a program that gives these youngsters a thorough educational foundation with very wholesome surroundings.



32 The Main Building at Abingdon
faced South toward Latimer - a
beautiful building

ILLINOIS MILITARY SCHOOL



LOWER SCHOOL ACTIVITIES

ILLINOIS MILITARY SCHOOL



THE SCHOOL CALENDAR

Wednesday, Sept. 12, 1934—School Opens.

Saturday, Dec. 22, 1934—Christmas Holidays Begin.

Monday, January 7, 1935—Christmas Holidays End.

Saturday, June 1, 1935—Commencement.

No passes to visit home will be given at Thanksgiving time. There will be no recitations on that day.

PASSES TO VISIT HOME

To meet the requirements of our accrediting organizations it is necessary for our school to be in session for thirty-six weeks each year. We have no spring vacation and close early in June. The regulation is definite in regard to passes home at Thanksgiving time. To grant any number of passes would virtually mean an extra vacation only two or three weeks before the Christmas vacation. Occasional week-end passes will be granted to those cadets living at a reasonable distance from school.

LETTERS

Each week an official letter is written home by each cadet. On this letter the boy's grades for the week are placed and fairly definite record is thus kept before the parents. From time to time the President of the school or the Commandant of Cadets will write concerning individual cadets and the parents may rest assured that in case the boy is sick in any serious way, information will be sent home by letter or wire.

HEALTH OF CADETS

The health of the cadets of the Illinois Military School is exceptional. Isolated from contagion, with outdoor exercise and an abundance of wholesome food each boy shows a decided improvement in physique. Some boys gain twenty to thirty pounds in weight each year. The school physician watches the health of the boys and guards against sickness.

ALL-YEAR-ROUND SCHOOL HOME

With our Summer Camp on a beautiful 40 acre island in Michigan it is possible for boys to remain with us all the year. A bulletin relating to the summer camp will be mailed to anyone interested, upon request.

ILLINOIS MILITARY SCHOOL

Charges and Expenses

The charges for the year are \$700.00, payable \$400.00 upon entrance and \$300.00 Jan. 1, 1935. Cadets entering late are charged accordingly. The above charges cover tuition, board, room, heat, light, table linen and laundry up to fifteen pieces.

The cost of uniform is as follows:

| | |
|-------------------------------|----------|
| Dress Blouse | \$ 22.50 |
| Two Pairs Dress Breeches..... | 22.00 |
| Cap | 3.50 |
| Two Wool Shirts..... | 8.00 |
| Puttees | 5.50 |
| Overcoat | 15.00 |
| Total..... | \$76.50 |

FEES

To all cadets there is an additional charge of \$10 for medical fee and \$10 for recreation fee. Those desiring lessons in music will be charged at the rate of \$1.00 per lesson. The charge for piano rental is \$1.00 per month. Laboratory fees are from \$2.50 to \$5.00 in each course.



MILITARY DRILL IN GYMNASIUM

ILLINOIS MILITARY SCHOOL

Articles to Bring

One pair heavy blankets
Three pillow cases
Three pairs sheets
Three suits pajamas
Six bath towels
Six face towels
Twelve handkerchiefs
Underclothing
Bathrobe
Dressing slippers
Four wash cloths
Fountain pen stamped with name

Four white shirts
Tooth brush
Hair brush and comb
Shoe shining outfit
Small washable rug
Soap
Small dictionary
Bible
Two laundry bags
Two uniform blankets should be purchased at the school

Do not bring extra and unnecessary articles. Have all articles that are to be sent to the laundry marked with full name in indelible ink. A trunk and suitcase should accommodate all baggage. Have the trunk and suitcase well marked with name and initials so that they may not be lost in shipment. The woven names for the laundry may be obtained from the Sterling Name Tape Co., Winsted, Connecticut. An accurate list of articles sent to school should be made out and mailed to the Quartermaster in order that he may keep an accurate check on each Cadet's equipment.

HOW TO REACH ABINGDON

Abingdon is on the Chicago and Quincy line of the C. B. & Q. and on the Minneapolis & St. Louis railroad. It is on the paved state highway No. 41, and is reached by bus lines from neighboring cities.



THE CADET COUNCIL

AIDS IN MAKING AND ADMINISTERING THE GOVERNING
REGULATIONS OF THE SCHOOL.

ILLINOIS MILITARY SCHOOL

Miscellaneous

The surgeon will examine any cadet who wishes to be excused from duty on account of sickness. His decision will be final.

No deduction or refund will be made in case of the expulsion or dismissal of a cadet or for withdrawal without the written consent of the President.

An incidental fund should be kept on deposit with the School Treasurer, to be used in opening an incidental account with the cadet. At the close of each month a statement of this account is sent to the parent or guardian.

Injury done to the property of the School by a cadet is repaired at his expense; in case the identity of the cadet doing the injury is not discovered, the cost of repair is assessed equally upon all the Cadets.

The school maintains the right to ask the withdrawal of any boy who is detrimental to the morale of the school even though there is no specific charge against him.

The hazing of any cadet is sufficient ground for dismissal or expulsion of those participating in such hazing.

Bills not paid when due are subject to sight draft.

Firearms are not permitted in the possession of the cadets, except those arms used for military purposes.

Cadets leaving school without an honorable discharge forfeit their claim to academic credits.

The eyes, teeth and throats of the cadets should be examined before the opening of school and put in good condition.

The School does not assume responsibility for property lost by cadets. Selling or trading of personal property among the cadets is prohibited.



ILLINOIS MILITARY SCHOOL



Unsolicited Comment

Tulsa, Oklahoma

"It was a real pleasure to spend those few hours with you, and to see how happy and contented those boys are with you. We both felt that you are doing a noble work and that your effort comes from the heart and not from a mercenary motive. We will always be glad to help you in any way we can and assure you of our hearty co-operation at any and all times."

Washoe, Montana

"He tells us that he likes it fine there, and it seems more like home to him the longer he is there."

Chicago, Illinois

"I want to tell you how delighted I was with my visit to the school. What particularly impressed me was the cordial relations existing between teachers and boys. While there was every evidence of discipline there was none of unusual sternness, but an air more of older brothers on terms of good fellowship with the younger. The influence of the school is good, the instruction is careful and thorough, the location is ideal."

Detroit, Michigan

"I want to congratulate you and your school on the wonderful improvement in the boy. Everyone that has talked to him has noted a difference and he has received a great many compliments on the neat uniform. If your school has made such a change in the boy in four months, I wonder what it will do in another five months."

Chicago, Illinois

"We are both heartily in favor of your school, the excellent methods of your faculty, both in teaching and in mixing right in with all the cadets' daily activities, together with the real American spirit, which is more prevalent in an excellent community like yours than in a big city.—Yes, we desire our boy enrolled again as an 'I. M. S. Cadet.'"

McPherson, Kansas

"I surely hope to be able to send him back to you again next fall. It means so much to a lone mother to know that there are good men watching over and guiding her boy."

Detroit, Michigan

"Am very much pleased by James' standing and it shows that we did not make a mistake in choice of schools for him. He seems to take great interest in his studies now."

Chicago, Illinois

"I was very well pleased with my son's progress and am sure continued contact with the school will bring out the best that is in him."

ILLINOIS MILITARY SCHOOL



References

Alabama, Florence, Mrs. E. J. Kirkpatrick.
Alaska, Thane, Mrs. George Bolyan.
Arizona, Phoenix, Mrs. Hazel DeKellis, 1603 W. Adams St.
California, Los Angeles, Mrs. Alice J. Burkhalter, 212 E. 54th St.
Colorado, Denver, Mrs. Thomas Herbert, 316 South Penn St.
Illinois, Abingdon, the Hon. J. E. Barlow.
Illinois, Abingdon, the Hon. John T. Dickinson, Mayor.
Illinois, Abingdon, Mr. Harry Bulkeley.
Illinois, Abingdon, Mr. James Lamberti, 109 East Martin St.
Illinois, Abingdon, Mrs. Mary E. Morrison, 107 South Main St.
Illinois, Alexis, Mrs. Mable Gowdy.
Illinois, Annawan, Mr. E. L. Mapes.
Illinois, Barrington, Mr. Herbert E. Bell.
Illinois, Berwyn, Mr. Rudolph Huebsch, 6220 West 22nd St.
Illinois, Bloomington, Dr. V. E. J. Lambeau, 1922 East Jackson St.
Illinois, Canton, Dr. W. T. Zeigler.
Illinois, Chicago, Mr. Philip Bisk, 4929 North Keystone.
Illinois, Chicago, Mrs. Esther Brucker, 2700 North Drake Ave.
Illinois, Chicago, Mrs. E. A. Paulsen, 6437 South Troy St.
Illinois, Chicago, Mr. John Domke, 1816 Estes Ave.
Illinois, Chicago, Dr. J. S. Hatfield, 2323 Commonwealth Ave.
Illinois, Chicago, Mr. Peter Kowaczek, 3630 George St.
Illinois, Chicago, Mrs. Frank Ludwig, 6529 Kenwood Ave.
Illinois, Chicago, Mrs. Charles Marshall, 3800 Sheridan Road.
Illinois, Chicago, Mr. A. Monson, 4519 Virginia Ave.
Illinois, Chicago, Mr. M. Pontarelli, 4848 West Dakin St.
Illinois, Chicago, Mrs. P. A. Scholl, North Park Hotel.
Illinois, Chicago, Mr. I. P. Pennebaker, DeWitt Hotel.
Illinois, Chicago, Mr. T. I. Usher, 1541 East 60th St.
Illinois, Chicago, Mr. H. E. Bell, Bell Building.
Illinois, Decatur, Mrs. Eunice Hecox, 1159 West Main St.
Illinois, Decatur, Dr. Leonard Cassell.
Illinois, Fairfield, Mrs. W. A. Elliott.
Illinois, Galesburg, Mr. Sidney Nirdlinger.
Illinois, Galesburg, Mr. J. T. Hartnett.
Illinois, Galesburg, Mrs. Ruth Warren, 454 North Henderson St.
Illinois, Gerlaw, Mr. R. L. Porter.
Illinois, Gillespie, Mrs. S. P. Ross, 601 Madison St.
Illinois, Herrin, Mr. D. C. Bradshaw.
Illinois, Hinsdale, Mr. Philip Lyford, 99 Pine St.
Illinois, Knoxville, Mr. Dorwin L. Grav.
Illinois, Lawrenceville, Mrs. Nancy Klingler, 814 South 11th St.
Illinois, Moline, Mr. E. L. Taylor, 2827 15th St.
Illinois, Monmouth, Mr. J. A. Tubbs, National Bank of Monmouth.
Illinois, Monmouth, Mr. H. D. Darnell, 213 East Archer Ave.
Illinois, Mt. Morris, Mrs. H. C. Shook.
Illinois, Oak Park, Mrs. D. N. Speer, 315 North Oak Park Ave.
Illinois, Olney, Mr. Roy F. Gibson, 236 East Cherry St.
Illinois, Oneida, Mr. John H. Anderson.

ILLINOIS MILITARY SCHOOL



Illinois, Ottawa, Dr. H. C. Telford.
 Illinois, Peoria, Mr. Douglas A. Myers, 209 West Armstrong Ave.
 Illinois, Peoria, Mr. Robert F. Walter, 217 Arthur Ave.
 Illinois, Rock Island, Mr. Olof Z. Cervin, 3400 10th Ave.
 Illinois, Sandwich, Dr. W. A. Potter.
 Illinois, Springfield, Mr. A. L. Sellers, 1601 Whittier Ave.
 Illinois, St. Augustine, Mr. D. C. Cutler.
 Illinois, Varna, Miss Mary E. Rogers.
 Illinois, Westfield, Mr. G. E. Lowry, Westfield Twp. High School.
 Illinois, Wilmette, Mrs. Mollie Koerper, 1734 Lake Ave.
 Illinois, Winnetka, Mr. Paul Phillips, 828 Oak St.
 Indiana, Gary, Mrs. Eva Anstey, 530 Conn St.
 Indiana, Gary, Mr. C. A. Draper, 2254 West 12th St.
 Iowa, Davenport, Mr. Frank Betty, 2505 Brady Ave.
 Iowa, Ottumwa, Mr. O. A. Coffman, 614 Chester Ave.
 Kansas, Burlington, Dr. H. T. Salisbury.
 Kansas, Chanute, Mr. H. H. McCall.
 Kansas, Emporia, Mr. C. Crouch.
 Kansas, Kansas City, Mrs. Carrie Weaver Jackson, 721 Freeman Ave.
 Kansas, Kansas City, Mr. Geo. Imhoff, Imhoff Dept. Store.
 Kansas, McPherson, Mrs. Lois Barna.
 Kansas, Olathe, Mr. Paul D. Hubbard.
 Michigan, Detroit, Mrs. Mary H. Ehlers, 69 Seward Ave.
 Michigan, Detroit, Mr. George Warner, 2229 Calvert Ave.
 Michigan, Farmington, Mr. J. T. Hogle.
 Michigan, Highland Park, Mr. H. N. Miller, 111 Highland Ave.
 Michigan, Lansing, Mrs. Blanch Greenawolt, 318 South Clemens Ave.
 Michigan, Wayne, Mr. A. S. Poole.
 Minnesota, Minneapolis, Mr. M. Schwimmer, Francis Drake Hotel.
 Missouri, Kansas City, Mr. Geo. Dunlap, President, Dunlap Laundry Co.
 Missouri, St. Joseph, Mr. W. L. Goetz, 2529 Felix.
 Montana, Havre, Mr. N. E. Gourlev.
 Montana, Three Forks, Mrs. Thos. H. Lefever.
 Montana, Washoe, Mr. H. M. Bolinger.
 New Jersey, Plainfield, Mr. C. K. Blackburn, Box 153.
 New York, Massena, Mr. Steve Dudash, 79 Ober St.
 New York, Watertown, Mrs. Edith C. Ryan.
 Ohio, Cincinnati, Mrs. Ella Lyford, 1344 Fleming St.
 Ohio, Clarksburg, Mr. George Wickensimer.
 Ohio, Lakewood, Mr. J. D. Polley, 1644 Clarence Ave.
 Ohio, Toledo, Mrs. Jennie M. Little, 1320 Huron St.
 Pennsylvania, Pittsburg, Mr. W. G. Jens, 2737 Espey Ave., S. Hills Branch.
 South Dakota, Yankton, Judge Virgil D. Boyles, Court House.
 Texas, Dallas, Mr. Ray Grady, 2519 Maple St.
 Virginia, Bloxom, Dr. W. W. Kerns.
 Wisconsin, Kenosha, Mr. Otto Haubrich, 5010 18th Ave.
 Wisconsin, Milwaukee, Mrs. A. Krauss, 437 N. 32nd St.
 Canada, Winnipeg, Mr. L. Pullmer, 253 Magnus.
 Central America, Honduras, Mr. Aguirre Monoz, Puerto, Cortez.
 South America, Montevideo, Uruguay, Mrs. E. M. Poole, Calle Luis de la
 Tone 1063.

APPLICATION

....., 19.....

To the President, Illinois Military School, Abingdon, Illinois:

I hereby make application for my son (ward) to enter the Illinois Military School for the school year commencing Wednesday, September 12, 1934, and ending Saturday, June 1, 1935, in accordance with the conditions stated in your catalog, and I certify that he is of good moral character and free from vicious habits.

Boy's Name.....

Address.....

Date of Birth.....

Height.....Weight.....

School Last Attended.....

Grade Completed.....

Church.....

Health.....

Remarks.....

References:

Personal.....

Address.....

School.....

Address.....

Financial.....

Address.....

Signed.....

Home Address.....

Business Address.....

Telephone No.....

Accepted

ILLINOIS MILITARY SCHOOL

By.....

PROCESSES

The first step in the process is to identify the problem or goal. This involves a clear understanding of the situation and the desired outcome. Once the problem is identified, the next step is to develop a plan. This plan should outline the steps that need to be taken to achieve the goal. The plan should also consider the resources available and the potential obstacles that may arise. Once the plan is developed, the next step is to implement it. This involves putting the plan into action and monitoring progress. Finally, the last step is to evaluate the results. This involves assessing the outcomes of the process and determining whether the goal has been achieved.

There are several factors that can influence the success of a process. These include the quality of the plan, the availability of resources, the skill of the individuals involved, and the level of communication. It is important to consider these factors when developing a plan and implementing it. Additionally, it is important to be flexible and adaptable. If the plan is not working, it may be necessary to make adjustments. The process should be ongoing and iterative, with regular communication and feedback. This will help to ensure that the goal is achieved and that the process is effective.

The process of developing a plan is a critical part of any project. It involves a series of steps that lead to the development of a clear and actionable plan. The first step is to identify the problem or goal. This is followed by a thorough analysis of the situation and the resources available. The next step is to develop a plan that outlines the steps that need to be taken to achieve the goal. This plan should be realistic and achievable, and it should take into account the potential obstacles that may arise. Once the plan is developed, the next step is to implement it. This involves putting the plan into action and monitoring progress. Finally, the last step is to evaluate the results. This involves assessing the outcomes of the process and determining whether the goal has been achieved.

Effective communication is a key component of any successful process. It involves the exchange of information between individuals in a way that is clear and concise. This can be done through a variety of methods, including face-to-face meetings, written reports, and electronic communication. It is important to ensure that all individuals involved in the process are kept informed and that their input is valued. This will help to ensure that the process is effective and that the goal is achieved.

